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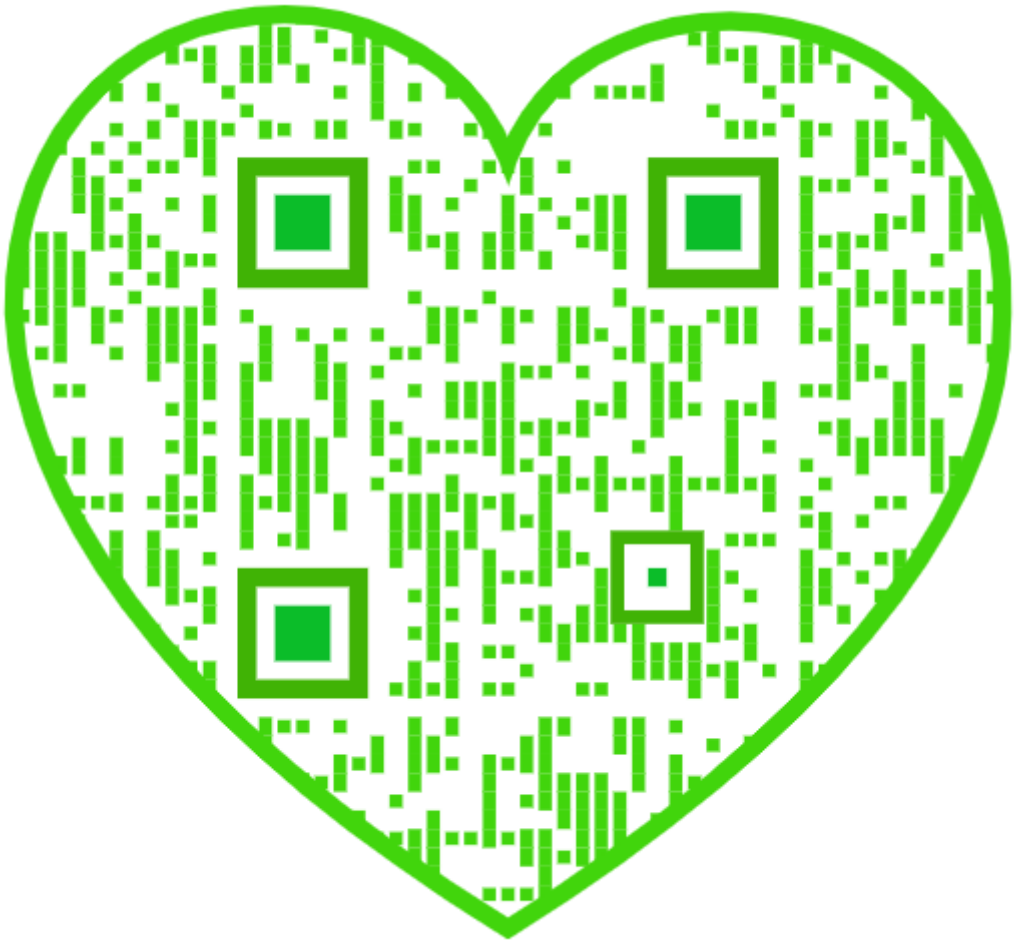

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Suggestions for Teaching

HOMEMAKING

IN THE

Grades and High School

Compiled by

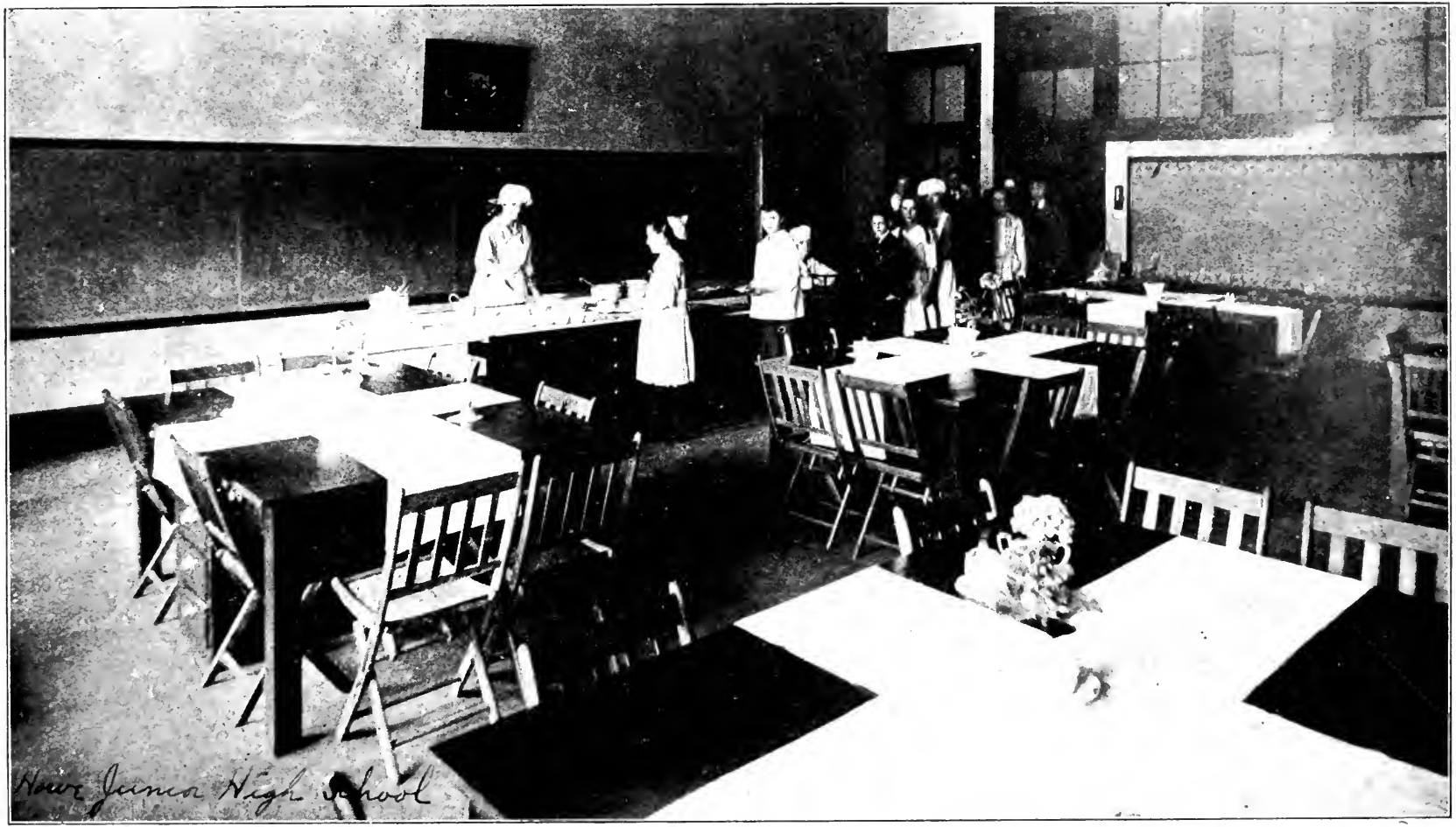
HELEN C. GOODSPEED

Supervisor of Home Economics
State Department of Public Instruction

Issued by

C. P. CARY
State Superintendent

MADISON, WISCONSIN
1920



UTILIZING THE SEWING-ROOM FOR THE SCHOOL LUNCH
Home Junior High School, Green Bay, Wis.

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OUR AIMS IN THE TEACHING OF HOME-MAKING

The chief aim in the teaching of Homemaking, as in all education, is training for active and worthy membership in the home and community.

Subsidiary aims—

1. Training in power to see and solve problems arising in the home and community.

2. Training in appreciation of the various phases of Homemaking and in development of judgment in regard to the relative values involved.

3. Sufficient training in skills to develop thorough appreciation and understanding to the end that these skills may be perfected, when desired, in the home environment.

THE DEPARTMENT OF HOMEMAKING

(For requirements for special state aid, see page 8)

The Teacher

The success of the Homemaking department in any public school depends largely upon the training and practical home experience of the teacher. The minimum training recommended is four years beyond high school. An average of two years out of the four should be devoted to general education. The teacher of Homemaking should be well-equipped to teach elementary science and physiology, due to the fact that in the smaller high schools it is often necessary to require the Homemaking teacher to teach one or more academic subjects. Practical home experience in managing a home, in daily food preparation, and in the processes involved in the mending and making of garments are of no less importance than the four years of study beyond high school. The successful teacher of Homemaking realizes that her success depends upon continued practice in the art of homemaking under normal home conditions. Therefore it is recommended that the teacher of Homemaking live in a house or an apartment and *keep house* during this period of service in the schools.

In What Years Shall Homemaking Subjects be Offered?

There is a tendency in some of the smaller high schools to extend the work in clothing into the lower grades without increasing the teaching force. Every teacher of Homemaking needs at least one and preferably two vacant periods a day for the planning of the work for the following day and for the necessary marketing and accounts. If she remains during the noon hour to supervise the school lunch, a vacant period should be granted to offset this extra work.

In those high schools in which only one teacher is hired, the best results will be obtained by limiting the work to the seventh,

eighth, ninth, and tenth years. It is quite generally conceded that the work offered in the seventh and eighth grades is of the utmost importance. Girls at this period take a wholesome interest in every phase of homemaking. The motivation is provided with little or no effort on the part of the teacher. We should make the most of this readiness or "mind set" on the part of the pupils. Then, too, many pupils leave school at the end of the seventh and eighth grades. To this group, whose school days are practically over, we owe the best we can offer in the way of training for homemaking. Therefore we recommend for these grades a *minimum* of a double period of ninety minutes twice a week, or in junior high schools five sixty-minute periods per week. If the school provides an adequate number of trained Homemaking teachers, the work in Food or Clothing closely correlated with personal hygiene may well be started in the fifth year. Food or Clothing work or a semester of each may be successfully handled in the sixth grade.

An application of child psychology to this subject leads us to believe that Food work rather than Clothing work is adapted to the lower elementary grades. In younger children the coordination of the smaller muscles is incomplete. Hence it is believed that close work of any kind and fine hand work produce undue nervous strain. The practical work involved in the study of Food calls into play the larger muscles, while the practical work involved in sewing processes calls into play the use of the smaller muscles.

Division of Time

It is recommended that a complete course in Homemaking be given each year in the seventh and eighth grades, and that one entire semester be devoted to clothing and related subjects and one semester to food and related subjects. In this way a unit of Homemaking may be given in each year and even those pupils leaving at the close of the seventh year will have some vision of what Homemaking means.

According to State Aid requirements for high schools a period of at least 70 minutes daily must be devoted to this work. Here it is possible to divide the work of the ninth and tenth years into two days per week of Food and related subjects, two days of Clothing and related subjects, and one day, which may be devoted to the discussion of Household Management and Textile

and Clothing problems. This discussion day also gives an excellent opportunity for a summary of the work accomplished during the week and further discussion of problems raised in the laboratory periods. This arrangement is particularly advisable for the tenth year class if a school lunch is served during the months of December, January, and February. If a school lunch is not served the work may be divided by semesters,—a semester of Food and related subjects, and a semester of Clothing and related subjects. In any case, both Food and Clothing and other fundamental Homemaking subjects should be included in the courses offered in the ninth and tenth years.

Many high schools devote more than two years to work in Homemaking. When this is possible and practicable, subjects can be offered that form but a part of the work in a two-year course. For example, while the subjects of textiles, nutrition, household management, house decoration and furnishing, and baby care are touched on in the two-year course, not enough time can be given to them to give the pupils more than an intelligent interest in these subjects. In a three or four year course, projects involving more advanced work may be undertaken. Nutrition and child care, the remodeling of clothing, the renovating and refurnishing of rooms, and experience in a practice cottage present interesting subjects for upper grade projects.

The courses offered in the high school must be fully and fairly equivalent in amount of work required and accomplished, to that done in other high school courses. This is necessary because the same amount of credit is offered for each course pursued in the high school.

The following schedule suggests the minimum time allotment, which will give satisfactory results.

HOMEMAKING IN THE ELEMENTARY SCHOOL

Subject	School Year	Time per Week
Food work (preferred) or clothing problems and hygiene	5th grade	2 periods of 45 min.
Clothing or food	6th grade	2 periods of 45 min.
Homemaking	7th grade	2 periods of 90 min.
Homemaking	8th grade	2 periods of 90 min.

HOMEMAKING IN THE HIGH SCHOOL

Subject	School Year	Time per Week	Credit
Homemaking	9th grade	4 periods—90 min.. 1 period —45 min..	1
Homemaking	10th grade	4 periods—90 min.. 1 period —45 min..	1
Advanced dressmaking, home furnishing, nutrition and child care	11th and 12th grades	4 periods—90 min.. 1 period —45 min..	1

STATE AID

To secure state aid for work in Homemaking in the grades and high school, but few arbitrary requirements are made.

1. The course of study in the high school must be equivalent to the course of study prescribed for free high schools.

2. The special course must be approved by the state superintendent.

3. The special department must be a part of the public school system; that is, it must be under the direction of the board of education.

4. The teacher of any of these special subjects must have a license covering the special work.

5. The scope and character of the work must be such as to meet the approval of the state superintendent.

6. The work must be maintained for a period of not less than six months during the school year for which aid is granted.

7. A report must be made by the clerk of each school board maintaining such department or departments to the state superintendent in such form as may be required, on or before July first of each year, setting forth fact as stated in the law.

8. All teachers of such special subjects must receive a salary of at least $75 per month. Reports received in the spring of 1920 indicate a typical salary of $1,250. This applies to grades as well as to high schools.

9. High school courses in manual arts and homemaking must provide for at least two years of work in each of these subjects, and daily programs must provide an amount of time equivalent to at least 70 minutes daily for two years for each class.

10. At least eighty minutes weekly must be given to the work

in the seventh and eighth grades. Two eighty-minute periods are strongly recommended.

11. A full homemaking unit including cooking, sewing, and housekeeping should be offered in both the seventh and eighth grades.

Size of Classes:

Food preparation classes should not exceed twenty pupils and clothing classes should not exceed twenty-four pupils.

Equipment: Location of rooms

The locating of the Homemaking department in the basement was in the beginning a makeshift, which later, developed into a habit. The present day tendency is "Out of the Basement." This department, the aims of which are to inculcate ideals in regard to sanitation and upkeep, home furnishing, and homemaking, should be located on one of the upper floors in the building,—preferably the top floor, as the odors from cooking rise. It is desirable that the Homemaking department be so attractively and conveniently located that it may become a social center for all school activities. A large, light, well-furnished sewing room may be readily converted into an attractive social room for community affairs as well as for school festivities. It may be used daily as a school dining room, during the months in which the "hot dish" is served.

In order that the kitchen and sewing room may serve this social purpose, it is advisable to provide connecting rooms.

Number of Rooms:

In small towns the department of Homemaking will be most satisfactory if both a kitchen and sewing room are provided with storage space for each room. In addition to this, a room is recommended which the teacher of Homemaking may use in cooperation with the school nurse. In towns large enough to demand a special teacher or matron to take charge of the school lunch, a Cafeteria Kitchen and dining room are recommended, also a living room which may be used as a rest room or club room. Cities of this size should provide ample laboratory space, probably two sewing rooms and two kitchens with adequate storage space. A dining room accommodating a sufficient number of tables to give practice work in serving to a class of

twenty, should be provided. An office for the head of the department is recommended.

Size of Rooms:

Minimum size of sewing room for twenty-four pupils—22′ x 34′—recommended 22′ x 36′.

Minimum size of kitchen for twenty pupils—22′ x 34′—recommended 22′ x 36′.

The Dining Room

The small dining room, commonly termed a "model dining room," is becoming less and less popular because it contributes very little to our broader social plans for this department. It is inadequate for class work, in that only a small part of the class can serve a meal at any one time. It is of little value in serving the school lunch and by the same reasoning of no use for school festivities and community affairs. Therefore, it might be said that it is a poor investment, in that it is enjoyed by so few people and by them only occasionally. In schools provided with a small dining room the teacher should make a careful study of ways and means of calling this room into constant use.

In lieu of the model dining room, in schools large enough to demand a third room, we recommend a good-sized dining room attractively furnished with tables to seat from forty to fifty people. These tables might be made by the manual training classes and painted in neutral tones according to the suggestions made by the art department or the House Furnishing class. The room where the pupils gather for their lunch at noon and for the refreshments accompanying school entertainments of various sorts should be above all things attractive and harmonious. The morale of the noon hour and the atmosphere attending the school festivities depend to a large degree on the environment provided.

The Arrangement of Desks in the Kitchen

The demand for home conditions and large quantity cooking has given rise to several practical suggestions for the arrangement of the school kitchen. In certain localities the unit kitchen plan has been installed. This consists of a group of small kitchens, each of which is completely equipped like a home kitchen. For a class of twenty, five kitchens would be required. These

may be planned as separate rooms opening on a common corridor or one large room may be divided into five small unit kitchens by the proper grouping of equipment. This plan also requires a classroom for discussion, unless the sewing room may be used for that purpose.

Based on this general idea is the "group of four" plan. In this scheme the sinks are placed in the middle of the room two or four back to back. Then five tables accommodating four girls each are so placed as to make each table convenient to a sink. A range may be provided for each table and conveniently located against a side wall. According to this plan a variety of fuels may be installed. Several schools in this state provide three fuels,—coal or wood stove, oil, and electricity. Many schools provide gas and coal or wood. The addition of oil stoves would increase the educational value of this equipment. A scheme of rotation of the groups of four will give the pupils experience with the different kinds of fuels. This plan approximates a home kitchen by providing each group of four girls with a working table, a convenient sink, and a stove.

EQUIPMENT FOR KITCHEN ARRANGED ON GROUP OF FOUR PLAN. FOR TWENTY PUPILS.

FOR KITCHEN AS A WHOLE

5 tables, each accommodating four pupils
1 teacher's desk
5 stoves—gas, coal, electricity or oil—located near the tables
2 or 4 sinks—3 ft. long—18 inches wide. 30" from bottom of sink to floor
1 sink strainer for each sink
1 ice chest
20 chairs
1 wheeled cart (to be used as supply table)
1 spring balance
1 garbage pail
canning outfit { 1 commercial, 1 lard kettle, 1 boiler and rack
2 ice cream freezers (2 qt.)
2 frying kettles (3 qt.)
2 large kettles (4 qt.)
1 large double boiler (4 qt.)
2 meat grinders
1 flour sifter
1 bread box
1 waffle iron
1 fireless cooker
1 clock
1 fire blanket
1 bulletin board

CLEANING EQUIPMENT

2 brooms
2 soft floor brushes
2 long-handled dust pans
1 mop
1 mop pail
2 wash tubs—stationary tubs preferred
2 large wash boards
2 small wash boards
1 scrubbing brush
4 floor cloths
½ doz. dusters
1 bolt linen toweling
4 doz dish cloths

EQUIPMENT FOR EACH TABLE—ACCOMMODATING FOUR PUPILS

1 tea kettle
1 towel rack
2 pastry boards
2 magic covers
1 flour can
1 sugar can
1 salt jar
1 set spice jars
2 soap dishes
2 soap shakers
2 vegetable brushes
2 scrubbing brushes
2 salt shakers
2 pepper shakers
1 coffee pot (to serve four)
1 tea pot (to serve four)
1 2-qt. double boiler
2 frying pans—9″
1 casserole
2 1-qt. double boilers
4 sauce pans—1 qt. with covers
2 sauce pans—2 qt. with covers
4 mixing bowls—2 qt.
1 vegetable basket
1 colander
2 trays
1 grater
1 skimmer
1 toaster
1 cork screw
1 cake cooler
4 cake tins—8″ square
1 set layer cake tins
2 baking sheets
1 baking dish—1 qt.
1 strainer
1 can opener
4 rolling pins
1 lemon squeezer
1 potato masher
1 wooden spoon
4 asbestos mats
4 measuring cups
4 tablespoons
2 sets measuring spoons
4 spatulas
4 pie pans—9½″
2 deep pie plates
4 bread tins 8″ long
2 biscuit cutters
2 doughnut cutters
2 muffin pans (6 each)
4 large plates
2 wire egg beaters
2 dover egg beaters
4 custard cups
1 bread knife
1 butcher knife
4 case knives
4 knives, nickel silver
4 forks, nickel silver
8 teaspoons, nickel silver
4 steel forks
4 paring knives
2 rinsing pans
2 dish pans
1 dish rack

SERVING DISHES

2 doz. dinner plates
2 doz. salad plates
2 doz. cups and saucers
2 doz. sherbet glasses
2 doz. water glasses
2 doz. bread and butter plates

Conveniences which should not be overlooked:

SEWING ROOM

1. Storage closet
2. Closet or case for hanging dresses on hangers
3. Electric iron and ironing board
4. Lockers for students' work
5. Stationary wash bowl with bubbler attachment
6. Blackboard
7. Bulletin board

KITCHEN

1. Blackboard
2. Bulletin board
3. Bubbler attachment on sink
4. Pantry or storeroom with enclosed shelves
5. One oven for every four girls
6. Two laundry tubs—space is economized by using the "space-saver sink" which fits over the tub.
7. Refrigerator or window box
8. Broom closet

Socializing the work of this department

Several influences have conspired to retard the development of a social consciousness in our departments of Homemaking. Some reasons for this are: the isolation created by locating many departments in the basement, the implied separation of this department from other departments in the high school by designating the teacher a special teacher and the course a special course, and a general lack of understanding on the part of the faculty and public of the departments' aims and ideals.

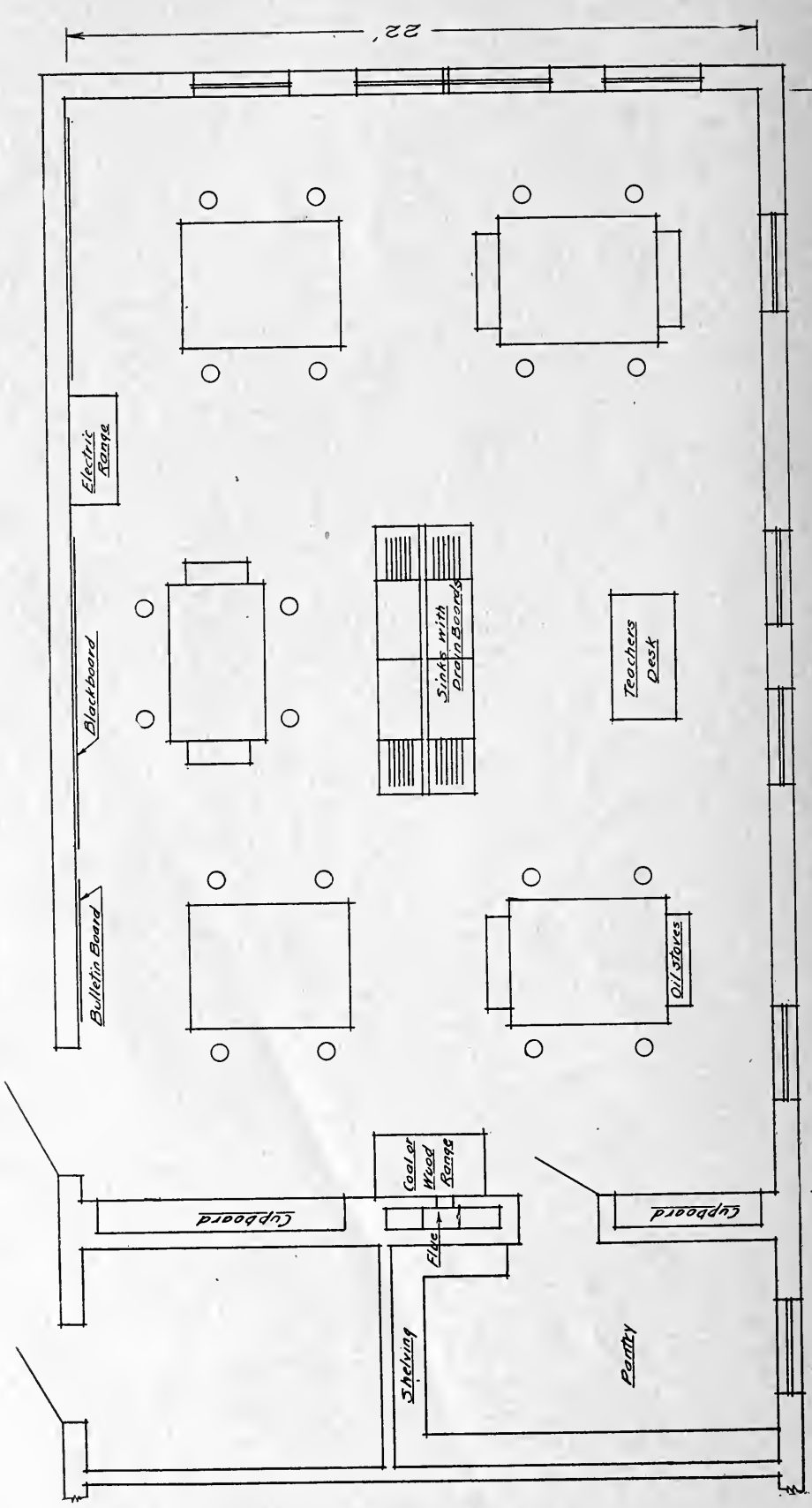
Some suggestions for socializing the department

1. Locate the department on one of the upper floors. Provide large, light, attractive rooms, so located that they may be used together for social purposes. Encourage all school organizations, including the Parents' and Teachers' association, to use these rooms. If a living room is provided for this department, let it be a meeting place for school clubs and committees. In lieu of the bedroom which, according to the "model apartment" plan, used to be considered a necessary adjunct of this department, furnish a first aid room well equipped with a hospital bed, first aid cabinet, scales, and a desk for the school nurse. This room will serve as a good laboratory in which the Homemaking teacher may teach the care of the bedroom and with the aid of the school nurse give a short course in First Aid.

2. The Homemaking teacher needs to attend all faculty meetings and to work in close co-operation with the academic teachers on all matters that relate to school policies and administration. This should make for better correlation of work. If the academic teachers are putting on demonstration lessons to illustrate socialized work in the classroom, the Homemaking teacher should be expected to contribute to the series. No other subject lends itself more readily to the influences of socialized methods.

3. This department is well equipped to take charge of the general assembly hour at regular intervals throughout the year. The Homemaking classes have a fund of live material for demonstrations, four-minute talks, and dramatizations of subjects of interest to every boy and girl.

4. Good-sized bulletin boards provided for both the sewing room and kitchen will help to foster the bulletin board habit, and by so doing strengthen the correlation between this subject



SUGGESTED ARRANGEMENT FOR THE "GROUP OF FOUR" PLAN

and other high school subjects. A definite allotment of space on the bulletin board in the main corridor gives this department a means of acquainting the rest of the school with the aims and ideals of the department, and a chance to influence the clothing and food habits of the entire school body.

5. It is recommended that frequent exhibits be given during the year. If the pupils know that garments are to be exhibited as soon as finished, the work in sewing will be more strongly motivated. This eliminates the difficulty experienced by teachers in collecting the garments for the annual exhibit. Frequent exhibits will bring the parents into the school more often.

6. This department has much to contribute to the meetings of the Parents and Teachers' Association and the Woman's Club.

7. Suggestions 1–6 for socializing the department will be of little or no value unless the teacher has a vision of the social relationships involved in the teaching of Homemaking. It is believed today that these relationships can be emphasized and utilized by reorganizing our formal outline of subject matter on the basis of projects. The project has been defined as a "whole-hearted purposeful act." The main reason for introducing the project idea into our educational scheme is that we may furnish purpose and motive for all kinds of education, and answer concretely the characteristic high school query "What good is this going to do me?" The projects for each year of the work must not only be carefully selected according to the needs and interests of the pupils but so as to include in their scope the range of subject matter which is best adapted to a given group. During the year 1919–1920, a Wisconsin teacher organized her Household Management work on the project basis. Two of the projects selected were "To rearrange our kitchen in order to make it more comfortable and convenient and more like a home kitchen"; and "To convert our sewing room on demand into an attractive school dining room."

This basis of organization is commonly referred to as the Problem-Project basis. Each project gives rise to many problems. The project "How can we convert our sewing room on demand into an attractive school dining room" suggests the following problems. These problems indicate a unit of work for a day or for several days according to the scope of the problem. The fact that the walls in this particular sewing room

needed to be redecorated, helped to emphasize the interior decoration phase of this project.

Problem 1. Is there any relation between the right school atmosphere during the noon hour and an attractive, comfortable school lunch room?

Problem 2. The board of education has appropriated $100 for this purpose. What expenditures are absolutely necessary? A tentative budget was outlined.

Problem 3. Is the wall treatment in this room harmonious? What treatment is desirable for serving the double purpose of sewing room and dining room?

Color scheme and wall treatment decided upon.

Problem 4. How shall we soften the lines of the windows and at the same time introduce a little life and color? Cretonne selected and made into curtains for the windows.

Problem 5. If the sewing tables are to be used as dining tables, we shall need to make covers which will serve for protection as well as furnish added attraction. Class made runners and oil cloth doilies.

Problem 6. Our budget permits us to buy one good picture for this room. What kind of a picture is appropriate? Class studied pictures, selected, and bought one.

SUGGESTED OUTLINE

For Grades 5–10

The projects here outlined are merely suggestive and planned to show a gradual increase in difficulty from year to year. In many cases the teacher will be able to formulate projects that are better adapted to local situations. It may seem advisable under certain conditions to select the projects herein suggested for one year and give them in another year.

FIFTH YEAR—CLOTHING (Recommended for both boys and girls)

The problems and methods used in the beginning work in clothing should be selected with the greatest care. The way in which this work is handled has a marked influence on the pupils' attitude toward homemaking subjects. In this year a keen interest should be stimulated in clothing problems and sewing processes.

Important points to consider in planning the work:

1. Each lesson should include a short discussion with the pupils of their own clothing problems; care and repair; appropriate dress for different occasions; clothing in relation to health, and personal hygiene.

2. The selection of sewing problems should be such that the articles will be useful, completed in comparatively short time, adapted

to coarse materials, and coarse thread and needles, thus eliminating close, fine work of a tedious nature. A few simple stitches should be taught and frequently repeated in different problems.

3. The pupils should be encouraged to recognize their responsibilities as members of the community, and as members of families.

PROJECT I. To make a school mending box.

Boys and girls may plan and make a box which will serve the purpose of a mending box for the entire class. Equipping the box with the necessary articles required for simple mending processes will furnish interesting problems. The box will be a great convenience on mending days. Introduce mending days frequently. Teach the sewing on of buttons, hooks and eyes, and mending rips and tears on garments brought from home.

Problems dealing with the daily care of clothing will arise. Teach the laundering of girls' hair ribbons and boys' neck ties; the use of the clothes brush; dress, skirt, and trouser hangers, and shoe trees.

PROJECT II. To make holiday gifts.

Permit a choice of problems:

(a) Animals cut out of cloth, embroidered and stuffed.
(b) Dressing wooden dolls made in the Manual Arts department
(c) Runners or dresser scarfs using coarse hemstitching, cross-stitch, featherstitch, or patchwork
Stencilled runners or curtains
(d) Knife, fork or spoon cases made of outing flannel
(e) Cotton string ties for boys

PROJECT III. To plan a camping outfit for a boy or girl Scout.

Choice of problems:

(a) Planning and making a haversack
(b) Planning and making a case for toilet articles
(c) Bag for cooking utensils
(d) Khaki bag which may be stuffed with small boughs and used as a pillow
(e) Marking dish cloths and wash cloths for identification
(f) Hemming and marking unbleached huck and Turkish toweling

SIXTH YEAR—CLOTHING

PROJECT I. To make a cooking outfit which will be appropriate for the home kitchen as well as the school kitchen

Problems:

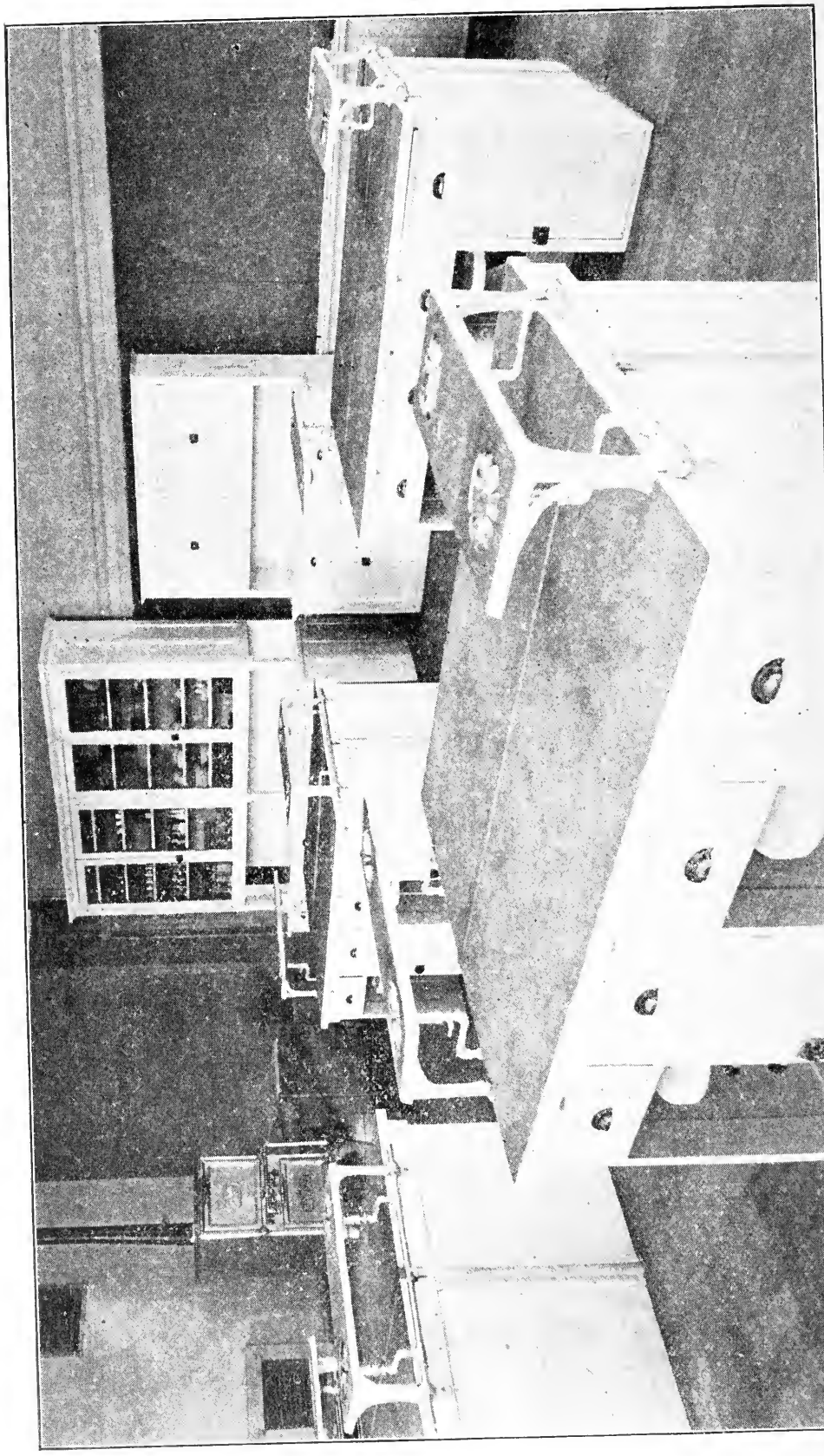
(a) Holder
(b) Hand towel
(c) Dutch cap
(d) Coverall apron with pockets and belt

Since these articles are essentially machine problems, machine stitching should be introduced at this time.

PROJECT II. To make useful articles for the Associated Charities and the school nurse.

Problems:

(a) Pieced quilt for a child's bed
(b) Sheets and pillow slips for a child's bed
(c) Dressing dolls



A CORNER OF THE KITCHEN
Manitowoc High School, Manitowoc, Wis.

SEVENTH YEAR—FOOD and related subjects

The work given in the seventh and eighth grades should form a complete Homemaking unit. The subject matter presented and the practical work offered should be taught by means of solving real problems which face the pupils as members of the home and community.

The mending lessons might well be termed "mending days," Let it be known that on a certain day every three or four weeks the members of the class are invited to bring their mending. Have the class equip a goodsized school mending basket for general use.

PROJECT I. A Saturday morning project. To find out the best and quickest ways of doing those things on Saturday morning which are our share in the business of homemaking.

Problems:

(a) What shall we have for breakfast on Saturday morning?

(b) What is the relation between the health of the family and a sanitary sink, refrigerator, and garbage pail?
What care shall we give these things on Saturday morning?

(c) What baking can be done on Saturday morning which will make the meals easier to get during the week?

(d) What special care shall we give the bedrooms when we change the beds on Saturday morning?

(e) It pays to buy some foods in quantities. What marketing can be done on Saturday morning?

(f) What desserts suitable for Sunday dinner can be made on Saturday morning?

(g) How can I relieve mother in caring for the baby?

SEVENTH GRADE—CLOTHING and related subjects

The daily laboratory work should be supplemented by practical discussions on personal hygiene, appropriate dress, the care and upkeep of clothing, the allowance, the identification of materials.

PROJECT I. In the kimona, the Japanese have utilized very simple construction processes. What garments can we make that are based on the same principles of construction?

PROJECT II. Father says I am old enough now to have an allowance for all small expenses for each month. How shall I plan my expenditures to get the greatest amount of satisfaction and yet have some left for savings?

Problems:

(a) Why should a girl or boy have an allowance?

(b) How does father provide against careless spending in his business?

(c) How necessary to good business and good government is the budget system?

PROJECT III. How can I help to renovate and replenish my wardrobe for the winter so as to be the least financial burden to my parents?

Problems:

(a) What have I on hand that can be used, and what new garments shall I need?

(b) How can my last fall's coat be treated to improve its appearance? My hat? My serge dress?

PROJECT IV. Helping the Associated Charities by making useful articles.

Problems:

(a) Why is it better to co-operate with the Associated Charities than to give promiscuously?

(b) How can we finance the purchasing of materials?

EIGHTH YEAR—FOOD and related subjects

The Food work given in this year should emphasize the preparation of simple and wholesome meals, teaching the preparation of the foods used daily in the community. The elements of nutrition involved in planning these meals, in selecting foods at a cafeteria, and in caring for an infant should be stressed.

PROJECT I. To ascertain whether or not the girls in this class are eating the right kind of food, and to plan and prepare wholesome meals for eighth grade girls.

Problems:

(a) Weighing and measuring the members of the class and starting a weight chart.

(b) What shall we put into our lunch baskets?

(c) What should we eat for breakfast, lunch, dinner?

PROJECT II. To plan a food budget for a camping trip next summer for twelve girls.

Problems:

(a) What is the economic value of a budget? The social value?

(b) Discuss the relation between high cost and high food value.

(c) What foods shall we take on our trip and how are they prepared?

PROJECT III. To raise the money to buy a life size doll and to make use of it in the lessons on infant care.

Problems:

(a) How much money shall we need and how shall we raise it?

(b) Bathing the baby

(c) Feeding the baby

(d) Handling the baby. What is meant by over-stimulation?

(e) Laundering the baby's clothing

EIGHTH YEAR—CLOTHING and related subjects

The work offered in this year should round out the work of the seventh year, dealing with the fundamental phases of every girl's clothing problem. Those girls who leave school at the end of this year should have a grasp of the common sewing and mending processes and a wholesome point of view in regard to expenditure of time and money on clothing.

PROJECT I. Making a set of underwear.

Problems:

(a) What has personal hygiene to do with success in school, business, and in social affairs?

(b) What proportion of your wardrobe is cotton? Why?

(c) What is the Consumer's League? How does it benefit you? How can you help the League?

PROJECT II. To make a simple house or school dress.
Problems:
(a) What style is appropriate for me?
(b) Can I sketch roughly a design that is suited to me?
(c) How much will my clothing allowance permit me to spend on a dress?

PROJECT III. To make a layette.
Problems:
(a) What is the minimum cost of a satisfactory layette?
(b) Does it pay to put much handwork and embroidery on clothing for the infant?
(c) For what garments must we use wool? Why?
(d) For what garments may we use inexpensive materials?

NINTH YEAR—FOOD and related subjects

The work given in the ninth and tenth years should constitute a complete Homemaking unit. Specialization in any single phase of the work may come in the eleventh and twelfth years.
Mending days should occur not less frequently than once a month.

PROJECT I. To organize a system by which the members of the class may take charge of the marketing and accounting for all class work.
Problems:
(a) What is the value of a budget to the housewife?
(b) Shall we order our supplies over the telephone?
(c) How shall we select vegetables, meat, fish, etc.?

PROJECT II. To determine the minimum amount that is needed per day in this town to feed a family of four consisting of father, mother, a boy of 12, and a girl of 14.
Problems:
(a) Luncheon series
(b) Breakfast series
(c) Dinner series

PROJECT III. Fighting influenza with proper food and sanitation.
Problems:
(a) What simple rules of sanitation would you emphasize in fighting influenza?
(b) How valuable is boiling water in fighting disease?
(c) What is sterilization? Pasteurization?
(d) How shall we feed the patient with a heavy cold? If fever develops?

NINTH YEAR—CLOTHING and related subjects

"The drafting in this course should not be given with an idea that each girl should make a perfect pattern but merely that she may gain a general understanding of pattern construction which will enable her to use patterns more intelligently, and increase her ability to judge good lines in commercial patterns. The lessons should be developed by the use of a dress form and not from a set of directions." Baldt.

PROJECT I. To design and make an appropriate garment to wear under thin waists.

Problems:

(a) For what occasions are waists made of sheer material such as georgette and organdie appropriate?

(b) What material will your clothing budget permit you to buy for this undergarment?

PROJECT II. To make wash skirts that we would be proud to exhibit in a local store window.

PROJECT III. To make a middy blouse or smock that will look well with our wash skirts.

PROJECT IV. To make a layette given a minimum amount of money.

NINTH YEAR—HOUSEHOLD MANAGEMENT

This work should be closely correlated with the Food and Clothing courses.

PROJECT I. To make our school kitchen as convenient as a well-arranged home kitchen.

PROJECT II. To procure all the necessary conveniences for efficient laundry work.

PROJECT III. To make provision for converting our sewing-room into an attractive school lunch room.

TENTH YEAR—FOOD and related subjects

There should be a marked differentiation between the projects selected for the ninth and tenth years. The tenth year pupils should be able to recognize at once the advanced nature and increased scope of the work.

PROJECT I. To make jellies, pickles, and preserves for school and home use and to prepare for an exhibit.

Problems:

(a) What fruits and vegetables can we afford to can this year?

(b) What fruits make the best jellies? Why?

(c) What is the best way to make a jelly bag?

(d) Let's plan an unusual exhibit that will interest both parents and students.

PROJECT II. To make a two weeks' study of the best way to put on a successful school lunch in this school and to put our plans into practice during the months of December, January and February.

Problems:

(a) Why is there a nation-wide interest in the hot dish served at the school during the noon hour?

(b) How may a hot dish served at noon by the Homemaking department help to fight malnutrition?

(c) What principles of elementary dietetics can we teach to all the pupils in the school by means of the hot lunch?

NOTE: After two weeks of intensive study of the best way to serve a school lunch, including such topics as the preparation of food in large quantities, the estimating of costs, marketing and the psychology of getting and keeping trade, the teacher will take up the next project with the majority of the class The school lunch, then, is managed by committees consisting of from two to four girls from this class. Permit each committee to take charge of the lunch for one week excusing them from the regular class work. Permit them to handle the money, to plan, market, and to prepare and serve the lunch with as little supervision as possible. In this way each member of the class should get some practical experience in the various activities involved.

PROJECT III. To organize a Catering Club, the aim of which will be to prepare refreshments for school social functions.

Problems:

(a) What refreshments are appropriate for school festivities? How are they prepared and served?

(b) How shall we divide the class into groups, so that all the members of the class will have an opportunity to do some of this work?

Note: Follow plan for school lunch project, using at least a week for an extensive study of how to cater for school functions.

PROJECT IV. To make a study of child feeding, and to organize and teach nutrition classes in the lower grades by means of talks and demonstrations.

Problems:

(a) What can we teach the children in the grades in regard to good food habits?

(b) Let's make our own charts and posters for illustrative purposes.

PROJECT V. To organize and give a series of demonstrations on food preparation before the members of the class, the Parents and Teachers' association and Woman's club.

Problems:

(a) Some lessons in food preparation are excellently adapted for demonstration purposes. How can we divide the class so that everyone will belong to a "demonstration team?"

(b) We may need to buy some up-to-date utensils for these demonstrations. How can we earn the necessary money?

(c) In order that we may be informed on the nutrition and food study involved in these demonstrations, we may need some new reference books. How are we going to get them?

TENTH YEAR—CLOTHING and related subjects

PROJECT I. To determine my share of the family clothing budget and to plan my wardrobe accordingly.

Problems:

(a) Let's make a typical list of the articles of clothing needed by a girl in the twelfth year of school. Then we may use this list to check up what clothing we have on hand and what must be purchased.

(b) By drawing on the combined wardrobes of the class members, a complete and appropriate outfit for a twelfth year girl may be assembled. Let's assemble this outfit and have a style show during the clothing class period.

PROJECT II. To make a dainty waist to wear with a suit.

Problems:

(a) What kind of waists are suitable for occasions when we do not wish to wear the strictly tailored blouse? Can we make some original designs?

(b) How many blouses will my clothing budget allow?

PROJECT III. To make a wool skirt for school wear, using old or new material.

Problems:

(a) Is it true that skirts and gowns which seem to be of the simplest designs often come from the best shops and cost the most money? Explain. What is good line?

(b) What is the relation between good line and good material? How can we recognize good woolen materials?

(c) An old suit or dress may be better material than we can afford to buy now. Why?

PROJECT IV. To make a lingerie dress.

Problems:

(a) What considerations should guide us in selecting designs and materials for our summer dresses?

(b) How are these materials manufactured? How can we recognize good quality?

(c) What kind of undergarments are appropriate to be worn with these sheer dresses? Shoes? Hats?

PROJECT V. To renovate last year's hat.

Problems:

(a) If we wish to practice good economy in hats, what shapes should we select? How can a good sailor be made to wear two or three seasons?

PROJECT VI. To organize demonstrations on practical clothing problems to be given before the members of the class, the parent-teachers' association, and the woman's club.

Problems:

(a) How to wash and tint a georgette or crepe de chine blouse.

(b) How to clean and sponge a wool dress.

(c) Smocking.

(d) How to alter a waist pattern.

TENTH YEAR—HOUSEHOLD MANAGEMENT

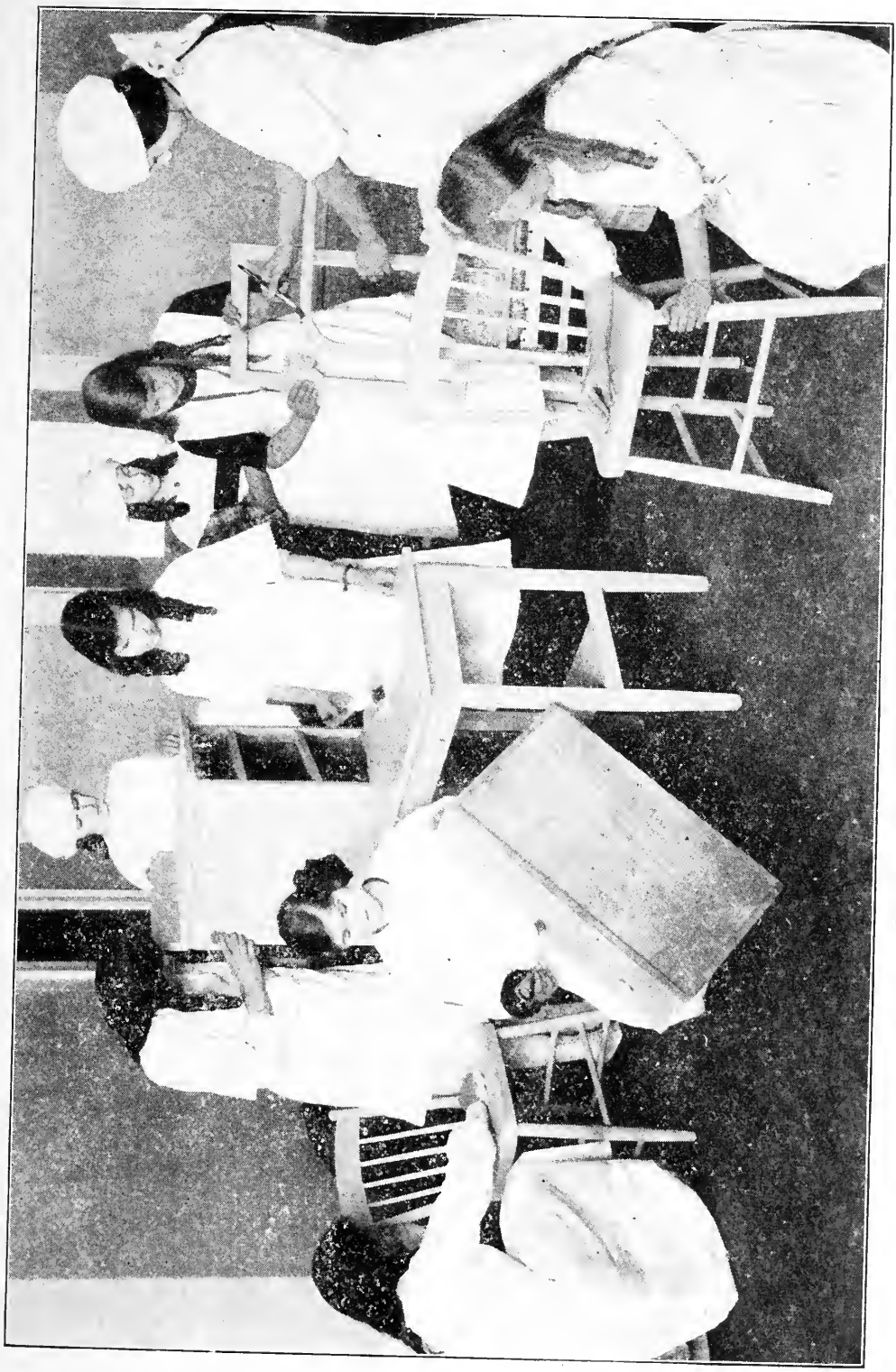
PROJECT I. To redecorate the teachers' rest room or any other room in the building that needs it.

PROJECT II To study labor-saving devices and to raise money to procure the one that is most needed in our department.

PROJECT III. To study pictures and rehang, if necessary, the pictures in the assembly room and corridors of the building.

PROJECT IV. To organize within the class a School Decorating Club, the aim of which will be to decorate for school festivities.

NOTE: Detailed outlines of work for all years except the seventh will be sent on request. The detailed outline for the seventh year is included in this bulletin.



PAINTING FURNITURE FOR THE FIRST AID ROOM
Wisconsin High School, University of Wisconsin

OUTLINE FOR SEVENTH GRADE CLOTHING AND FOOD USING THE SUGGESTED PROJECTS

This outline will serve as a guide to the teacher in planning her course on the Problem-Project basis.

Success in Problem-Project teaching depends to a great extent on the development of initiative and self-confidence in the pupil. Encourage the students daily to take part freely in some discussion bearing on the problem at hand. Have informal demonstrations by the pupils; i. e. "Mary says she has done smocking at home. Mary, will you show the class your method of doing smocking?"

After the method of fitting a garment has been demonstrated by the teacher, have the pupils fit one another.

Interest the pupils in bringing cuts and clippings for the bulletin board, in reading newspapers and magazines, and in introducing topics for discussion which reach out into other fields, thus enlarging their view of the clothing problem.

PROJECT I. In the kimona the Japanese have utilized very simple construction processes. What garments can we make that are based on the same principles of construction?

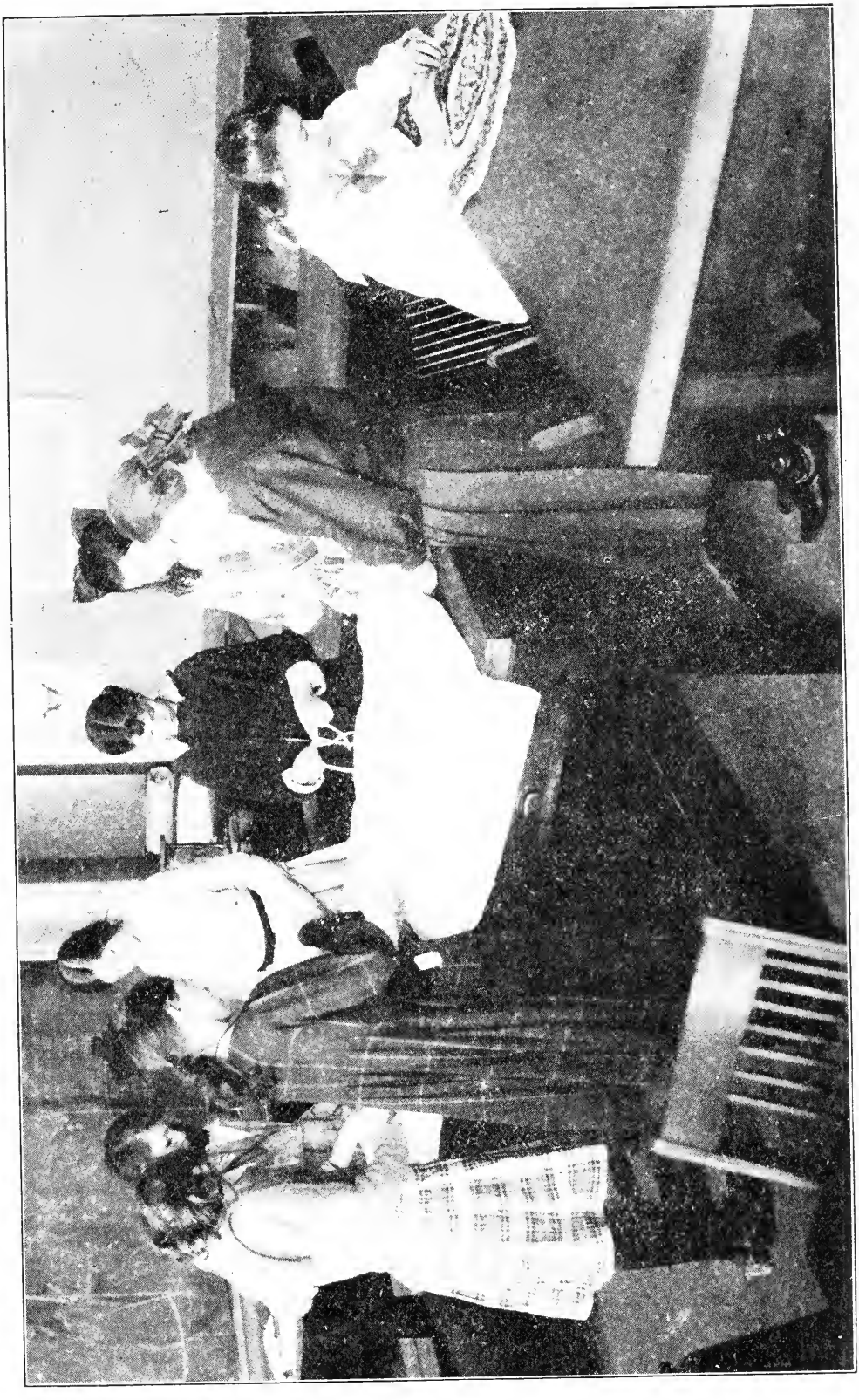
Problems for Discussion	Application	Suggested Method
What advantage do we gain in using the principle of the kimona pattern? Show the development of our kimona nightgown from the Japanese kimona. *The time element:* How long should it take to finish this garment? How long would it take a good dressmaker to make it? How long would it take mother to do it? Why are cotton materials particularly adapted to these garments? Is cotton used for manufacturing anything else besides material for clothing? Discuss the comparative suitability of cotton, linen, wool, and silk for underwear. In the daintiest and most expensive underwear which we can buy, the ribbon used is white or the palest shades of pink or blue. Is this an indication of good taste? Why? *Related Hygiene* What care does the well-groomed girl give her body before going to bed? Discuss the hair, fingernails, bathing, airing of clothes, need for fresh air while sleeping.	Choice of garment permitted. 1. Kimona nightgown 2. Bungalow apron 3. Child's kimona dress 4. Kimona. Class make charts using the samples brought in by the pupils, indicating name of material, cost per yard, and use. *References:* The Story of Cotton The Story of Wool The Story of Silk. Basset Clothing & Health, Kinne & Cooley. Macmillan Personal Hygiene—Lippett. World Book Company	When the project is first suggested to the class, bring pictures of Japanese Kimonas and discuss them from the point of view of line, artistic effect, and comfort. Place on bulletin board a time schedule showing approximately the length of time required to make this article by a good dressmaker, a busy mother, a good 7th grade student. Post the charts made by the class on the main bulletin board. If the pupil does not need any of the garments selected, permit her to make one of them for another member of her family. Show the pupils samples of well-made garments. The teacher is in a large measure responsible for the development of good taste in her classes. Place cuts showing good designs on the bulletin board. Attract the attention of the class to good color combinations. If these students have not had a manicuring lesson, give that lesson in connection with the hygiene discussions. The same suggestion applies to the care of the bedroom and the making of beds.

PROJECT II. Father says I am old enough now to have an allowance for all small expenses for each month. How shall I plan my expenditures to get the greatest amount of s atisfaction and yet have some left for savings?

Problems for Discussion	Application	Suggested Method
Why should a girl or boy have an allowance? How does father provide against careless spending in his business? For what items shall I plan in dividing my allowance? What is the derivation of the word "budget"? In what connection have we heard the word before? How necessary to good business and good government is the budget system?	Class suggest arguments for the allowance. Class make posters that emphasize and illustrate the value of the allowance. Class plan a simple budget to include: a—Savings b—Schoolbooks c—School lunches d—Carfare e—Candies—recreation f—Gifts g—Contributions to church and charities. Each girl makes her own budget, using the one made by the class as a guide. Class decide on a simple accounting system.	Use these posters on the bulletin board in the main corridor. See bulletin "Suggestive Lesson Plans for Teaching the Budget" published by Journal of Home Economics, 1211 Cathedral Street, Baltimore, Md., $.10. A handy account book may be procured from The National Y. W. C. A., 600 Lexington Ave., N. Y. C., $.10. Two consecutive lessons may well be spent upon this work. Encourage the pupils to continue the keeping of accounts and check them up on this by referring to it again and again during the remainder of the term. Make use of such articles as "Teaching the Clothing Budget", Janet Cation, Journal of Home Economics, October, 1918. Also "Putting over Budget Lessons," November, 1919.

PROJECT III. How can I help to renovate and replenish my wardrobe for the winter?

Problems for Discussion	Application	Suggested Method
What have I on hand that can be used and what new garments shall I need? What garments does a school girl need in order to be appropriately dressed? How can my last fall's coat be treated to improve its appearance? My hat? My serge dress? What undergarments are best suited to the 7th grade girl for winter? Are the same materials appropriate for gym bloomers and for those bloomers that take the place of the petticoat? Why have woolen materials been expensive since the World War? Do we produce enough wool for our own needs? How are woolen materials washed? What should a well-stocked mending basket contain? How can I mend my underwear to make it last longer? How can I select and care for my stockings to make them wear better? What is meant by full-fashioned hose? Semi-fashioned hose?	Pupils make an inventory of the clothes they have on hand and a list of new garments needed. Have the following demonstrations: 1. Washing hair-ribbons 2. Sponging and pressing a wool dress 3. Mending of linings 4. Sewing on buttons Class make bloomers of sateen, galatea. muslin, or cotton crepe for everyday wear, or serge bloomers for the gymnasium if desired. If some members of the class do not need bloomers, permit them to make simple petticoats. Encourage those who finish quickly to make a second pair. Repetition of the garment or of the same principles on a different garment should be made with practically no help from the teacher. Simple patching, using machine work if possible. Darning on underwear and stockings. Class bring their own stockings. Have class equip a "school mending basket."	Send for "Appropriate Dress for the High School Girl", bulletin, from State Dept. of Education, Austin, Texas. Some of these demonstrations may be prepared by members of the class and given to the remainder of the class. If the teacher wishes to do so, a couple of lessons may be devoted to the renovating of hats; cleaning, steaming, making fresh bows, etc. Show the class various types of bloomers and discuss the materials used, the method of making, and the cost. In review work, if a demonstration seems wise, call upon some member of the class. A lesson on the laundering of wool might be given during this project—probably by demonstration. Introduce mending by having "Mending days," permit the class to bring their own mending or household mending. The equipping of a "school mending basket" by the class will serve two purposes—to teach what a mending basket should contain, and to provide necessary conveniences for "mending days".



TYING A COMFORTER FOR THE FIRST AID ROOM
Wisconsin High School, University of Wisconsin

PROJECT IV. Helping the Associated Charities by making useful articles.

Problems for Discussion	Application	Suggested Method
Why is it better to co-operate with the Associated Charities than to give to any poor family we may happen to know?	Emphasize the need of organization of charity work to prevent pauperism. Suggested articles to be made: 1. Comforter tied. 2. Hemming of curtains, towels and napkins. 3. Dressing dolls.	This project might be carried on in conjunction with other projects using these articles as "pick up" work. Every sewing class should be provided with a "pick up work box," which meets the emergencies presented by "work left at home," "material forgotten," and the pupils who work more rapidly than the remainder of the class.

SEVENTH YEAR, FOOD

PROJECT I. A Saturday morning project. To find out the best and quickest ways of doing those things on Saturday morning which are our share in the business of Homemaking.

Suggested Method	Application	Suggested Method
What do girls in this class do on Saturday mornings at home? What advantages should be gained from making a study of these various homemaking tasks? To the family? To the pupil? Some up-to-date housewives are eliminating the drying of dishes thus saving an appreciable amount of time on each meal. How is this done? How important is meal planning? Is it wise to go without breakfast? How many in this class drink coffee for breakfast? It is said that coffee poorly made is dangerous. Is that true? Why? Why is coffee a luxury? A boy or girl who goes to school on a	Suggested practical work: Lessons 1—4. Helping to get Saturday morning breakfast and to put the kitchen in order after the meal. (a) Cocoa and toast. (b) Coffee and pop-overs. (c) Cereal and baked apples. (d) Eggs in various ways. (e) One or two simple breakfasts should be served. Sometime during each class period menus using the food prepared should be placed on the board by the pupils.	Let the present needs of the class as they tell what they are called upon to do at home, guide you in planning the course. Several lessons may be devoted to preparing breakfast dishes and discussing the cleaning processes involved in putting the kitchen in order. For the discussions on food values, use the A. I. C. P. charts. Set of Food Charts —$2.50. A. I. C. P., 105 E. 22nd St., New York City. Teach the arrangement of one cover by having each girl set one place at her desk, using a paper napkin for a doily. A map of the world, either drawn on the blackboard or on a chart, makes the study of foods of great interest. Have

breakfast of coffee and toast is getting about one-half as much nourishment as the one who eats cereal and drinks milk. Is this fact of any importance?

What is meant by malnutrition?

What countries contributed toward our simple breakfast?

In the fall of 1918, during the epidemic of influenza, the nurses complained that they found insanitary conditions in many homes. What is the meaning of insanitary?

To what conditions did these nurses refer?

a—Stained sinks with an odor.
b—Cockroaches.
c—Flies.
d—Soiled floors.
e—Food uncovered.
f—Unpleasant odors in the refrigerators.
g—Soiled dish towels.

Why were these conditions particularly dangerous at that time?

References:

Food and Health—Kinne & Cooley. Macm. The Lttle Housekeeping Book—Caroline French Benton. Page Co. Diet for the School Child. Dept. of Interior, Washington, D. C.

LESSON 5.

Saturday morning is a good time to give the dish towels and dish cloths a weekly washing and boiling.

Class observe difference between simmering and boiling.

Class discuss the value of boiling water in good housekeeping.

Class asked to observe the many uses of boiling water in the home and report.

the students indicate on the map what countries contribute the foods studied.

Teach the combination of foods or menu-making in every lesson in which food is prepared. Two or three simple menus should be placed on the board by the pupils and criticized by the class.

The discussion will bring out the daily care of the towels and determine the method to be used in class work.

References:

The Home and the Family—Kinne & Cooley. Macmillan.

Dust and its dangers—Prudden. N. Y. Putnam.

The Story of Germ Life—Conn. N. Y. Ginn.

SEVENTH YEAR, FOOD AND RELATED SUBJECTS—Continued

Problems for Discussion	Application	Suggested Method
Are they ever free from danger? What daily care should we give our dish towels? Weekly?		
How long should it take to make muffins? Why does the good house-wife prize sour milk for baking? How can we make the muffin tins easy to wash? Is it worth while to consider the preparation of dishes for washing? Why are graham muffins and coarse breads said to be "good for us"? What is graham flour?	LESSON 6. There is time on Saturday morning to make muffins for breakfast or lunch. If a school lunch is served, bake in large quanities and save the product for that purpose. Discuss—reheating muffins and rolls; toasting muffins.	For the baking lessons use large quantities if possible. Group work on a large quantity is preferable to the individual quantity. Emphasize the importance of a knowledge of oven regulation. Do *not* assume the responsibility of baking the product for the pupils. Continue menumaking.
Is there an improved way to make beds? To change beds? What is the secret of a fresh, sweet-smelling bedroom? What is the psychological effect of fresh sheets on an invalid?	LESSON 7. Some people change the beds on Saturday. Class learn by demonstration how to make a bed and change a bed.	It is strongly recommended that this lesson be given. If there is no bed or cot in the school, the teacher might take the class to her own room. Urge the need for a first aid room in the school with cot and necessary fittings. The school or county nurse might be invited to give the demonstration.

What baking needs to be done on Saturday?

Discuss the most convenient distribution of the housework throughout the week.

Is it good economy to do all the baking in the home?

What kinds of cake keep the best?

Some housewives say that the baking of the cake is more important than the mixing? Why?

What is meant by a basic cake receipt?

If we sell some of our baking, what must we charge to cover the cost of materials, fuel, and labor?

Is any Saturday cleaning done in your home?

Some people say the secret of good housekeeping lies in keeping things clean

LESSONS 8-11.

Saturday baking:
a—Drop cookies
b—Stirred brownbread
c—Gingerbread
d—Plain cake

Have simple score cards prepared for judging the product. This judging may be done by a committee appointed by the class.

LESSON 12.

There is usually some cleaning to be done on Saturday.

After the discussion of the cleaning processes involved, the class in squads of

Give the pupils large quantities to work with by
a—Utilizing the product for a meal served by this class or another class.
b—Having a food sale after school.
c—Contributing to the school lunch.
d—Group work
e—Asking pupils to bring from home the main ingredients required.

After a thorough discussion on methods of work the class may be divided into groups and assigned various rooms to clean in the school. Permit them to work independently just as you would expect

Problems for Discussion	Application	Suggested Method
from day to day. How can this be done?	three or four may be assigned rooms to clean: a—the kitchen b—the sewing room c—the dining room d—the teachers' rest room e—the first-aid room	them to work at home The teacher may supervise by going from room to room answering questions and making suggestions, if necessary. The various rooms should be visited and criticized by the members of the class.
What is the responsibility of each member of the family toward keeping the house clean and in order?		
What is the difference between an untidy home and one that looks "lived in"?		
What labor-saving devices should be used in every home?		*References:* Home Labor-Saving Devices—Rhea C. Scott. Lippincott.
Are some of the more expensive labor-saving devices worth saving for? Why?		
What is the proper way to clean a floor mop after using it? It must be washed occasionally. How should this be done?		Housewifery—L. L. Ray Balderston. Lippincott.
	LESSONS 13–15	
Why is any one of these dishes a good foundation for building a complete meal?	Saturday Luncheon—Class prepare simple luncheon dishes, which will serve as "main dishes" or "a meal in one dish." Suggestions: a—Cream soups b—Macaroni and cheese with green peppers c—Fish chowder e—Hash f—Vegetable salad g—Baked beans h—Split peas with bacon	Have daily menu practice, teaching that a balanced meal can be planned by combining any of these dishes with one or two additional foods.
Why is it good economy to use milk in cooking?		
How much milk should we drink a day?		

Dessert for Sunday is usually made on Saturday morning.

If the menu calls for a heavy meat and vegetables, what kind of dessert is appropriate?

What meats and vegetables may be used with the more nutritious desserts, such as rice pudding, steamed pudding, etc.

A well-known author says "It is seldom a lack of love, but often a lack of knowledge, on the part of the homemaker, that compels a child to face life handicapped because of a weak body".

If your little brother is undernourished, is it of national importance? Why?

What agencies in this community are interested in child welfare? In this State? In this country?

LESSONS 15–16

Making the Sunday dessert.
Suggestions:
a—Blanc Mange
b—Brown Betty
c—Baked apples with the centers filled with cinnamon drops before baking.
d—Plain custard.

LESSONS 17–20

Have pupils find out what child-welfare work is being done in the community and in the state. Urge them to write for osters and pamphlets.

1. Helping to bathe and dress the baby.

2. Settling the baby for his nap.

3. Feeding the baby. Milk—its composition; care in the home; modified milk;

Continue menumaking.

If the pupils wish to make the dessert for home consumption, permit them to bring the materials from home.

Find out how many pupils have younger brothers or sisters at home.

Discuss with them how much care and responsibility they may be expected to assume toward the younger members of the family.

If possible, borrow a baby for the bathing lesson and invite the school or county nurse to give the demonstration.

Impress the pupils with the fact that

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